

Figure 1

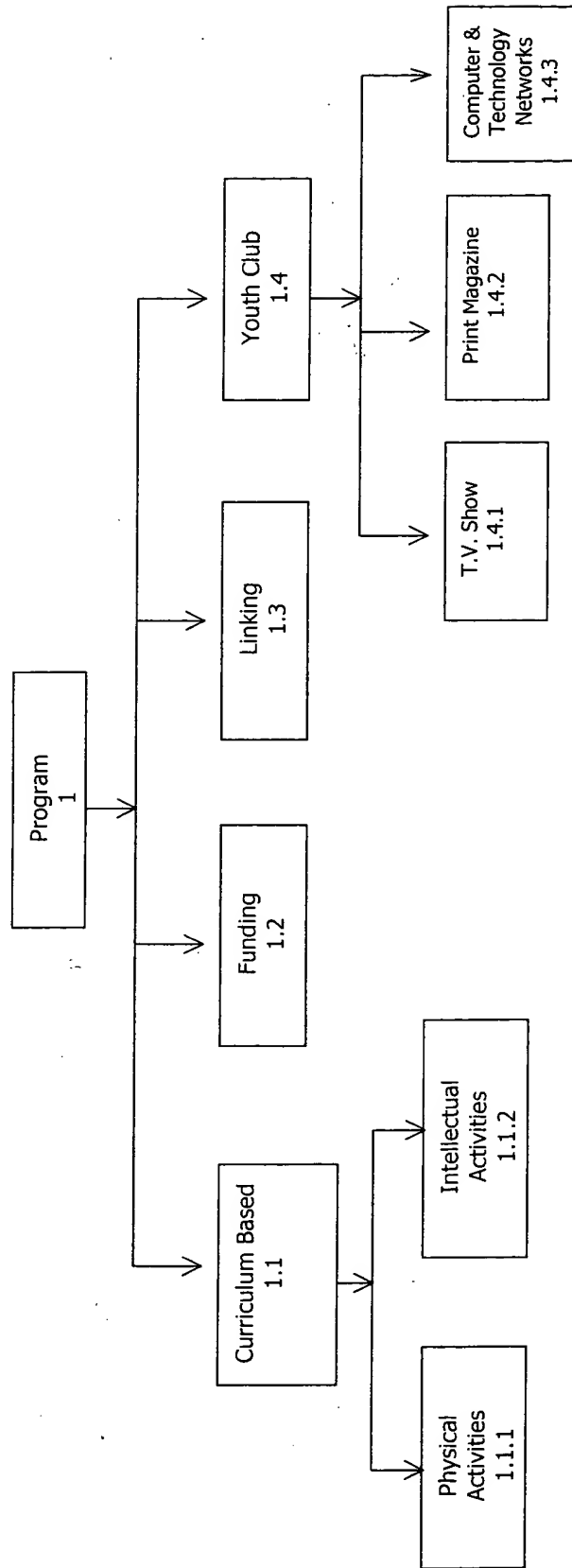


Figure 2

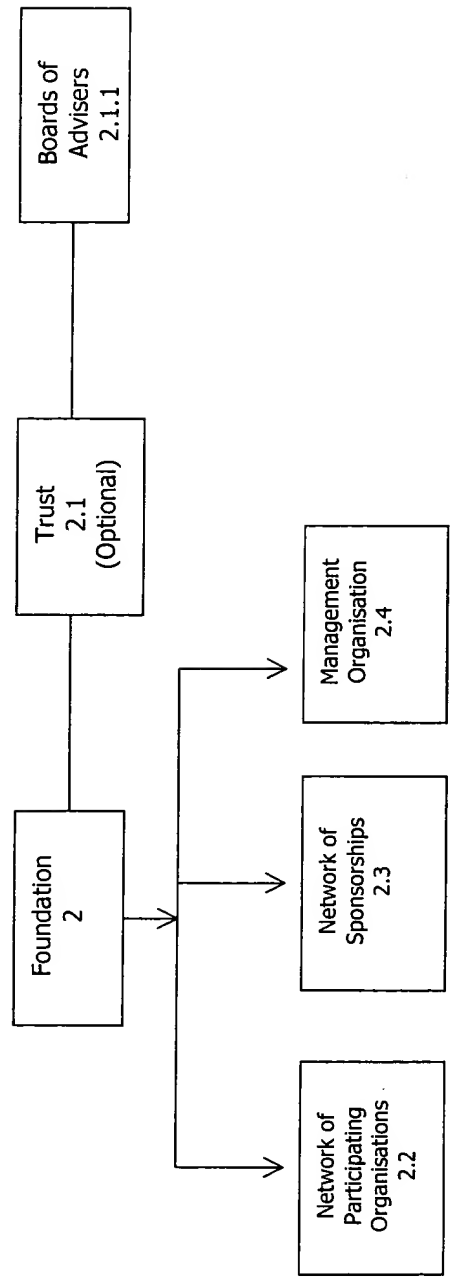
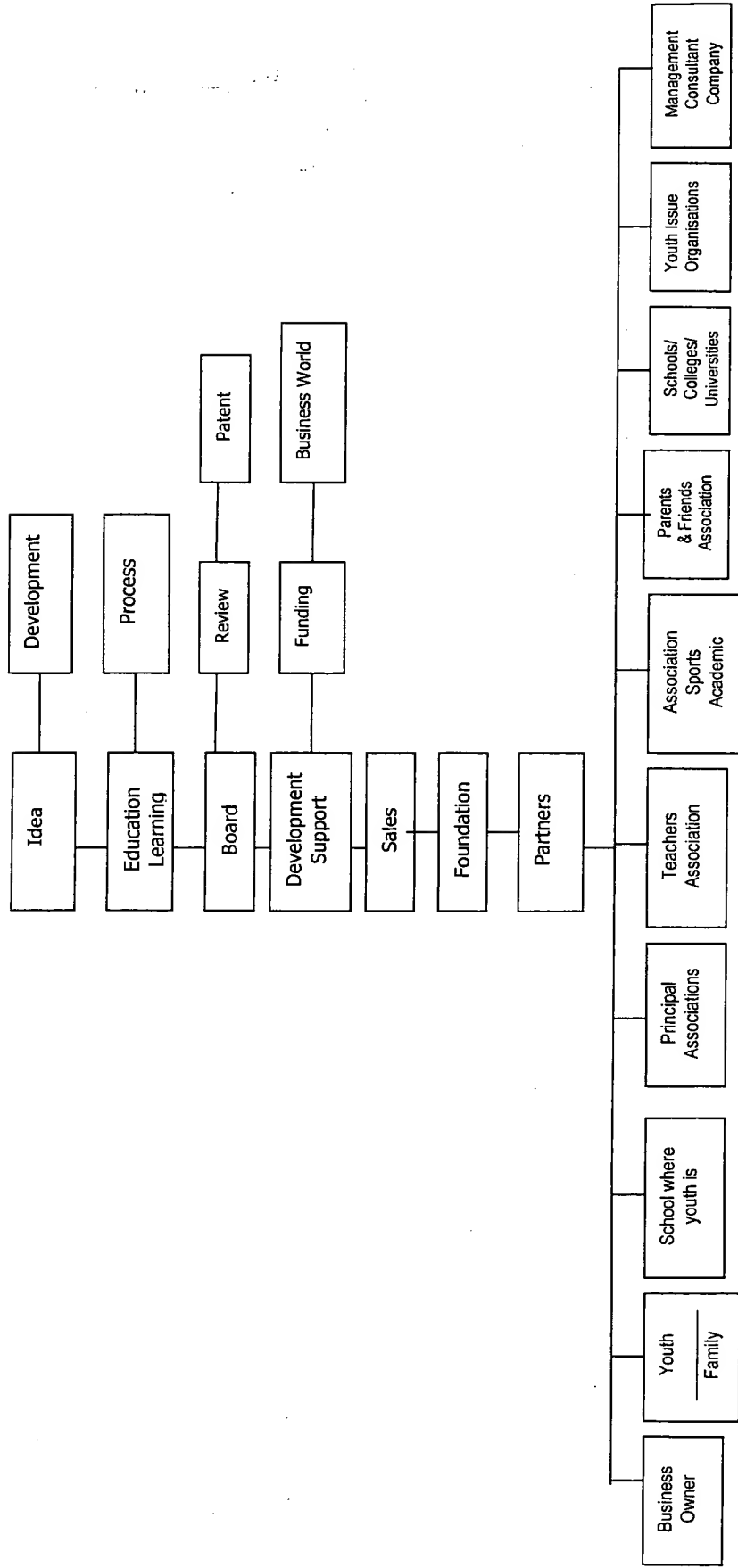


Figure 3

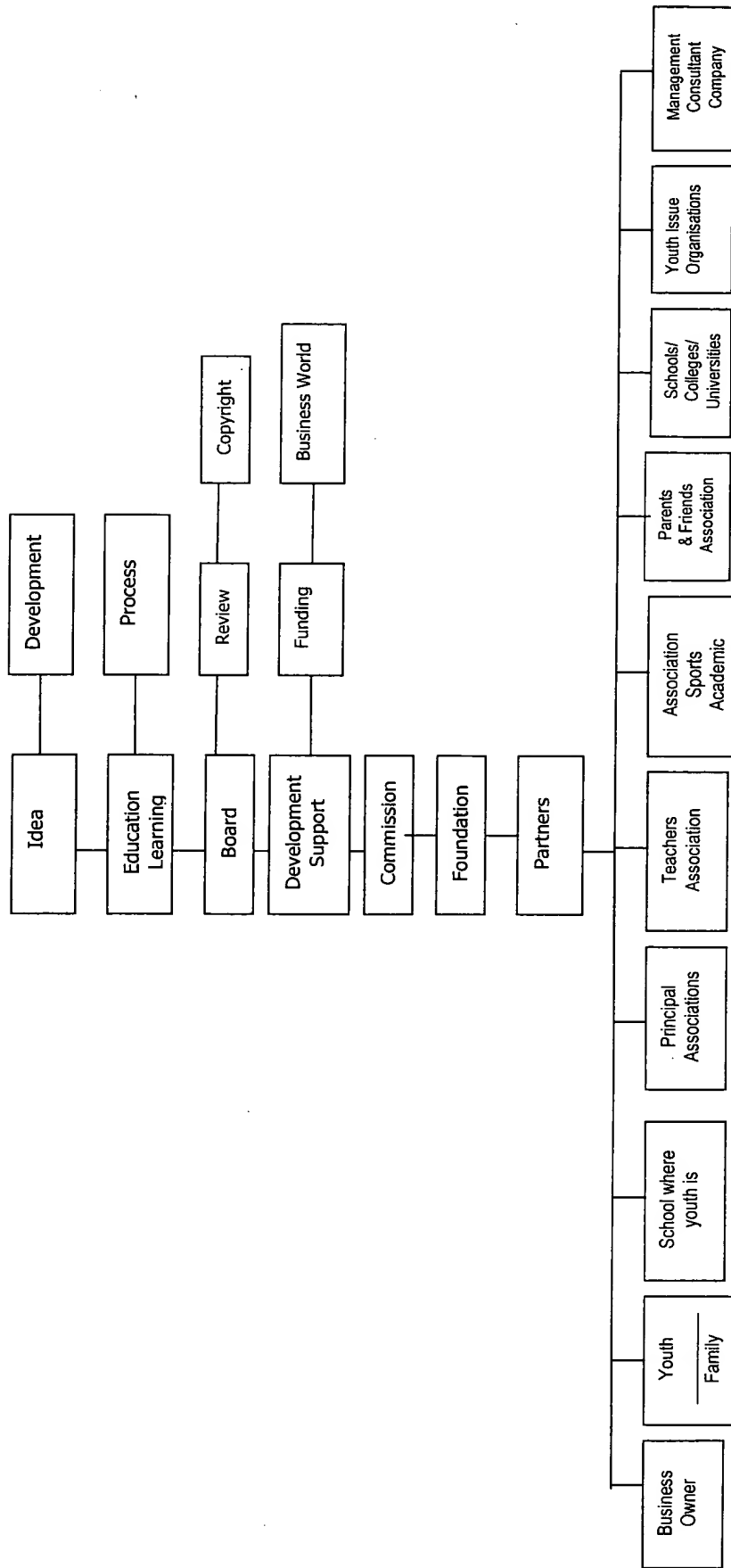
Working - Intellectual



Example One - Inventions

Figure 3a

Working - Intellectual



Example Two - Talent/Artistic

Working - Physical

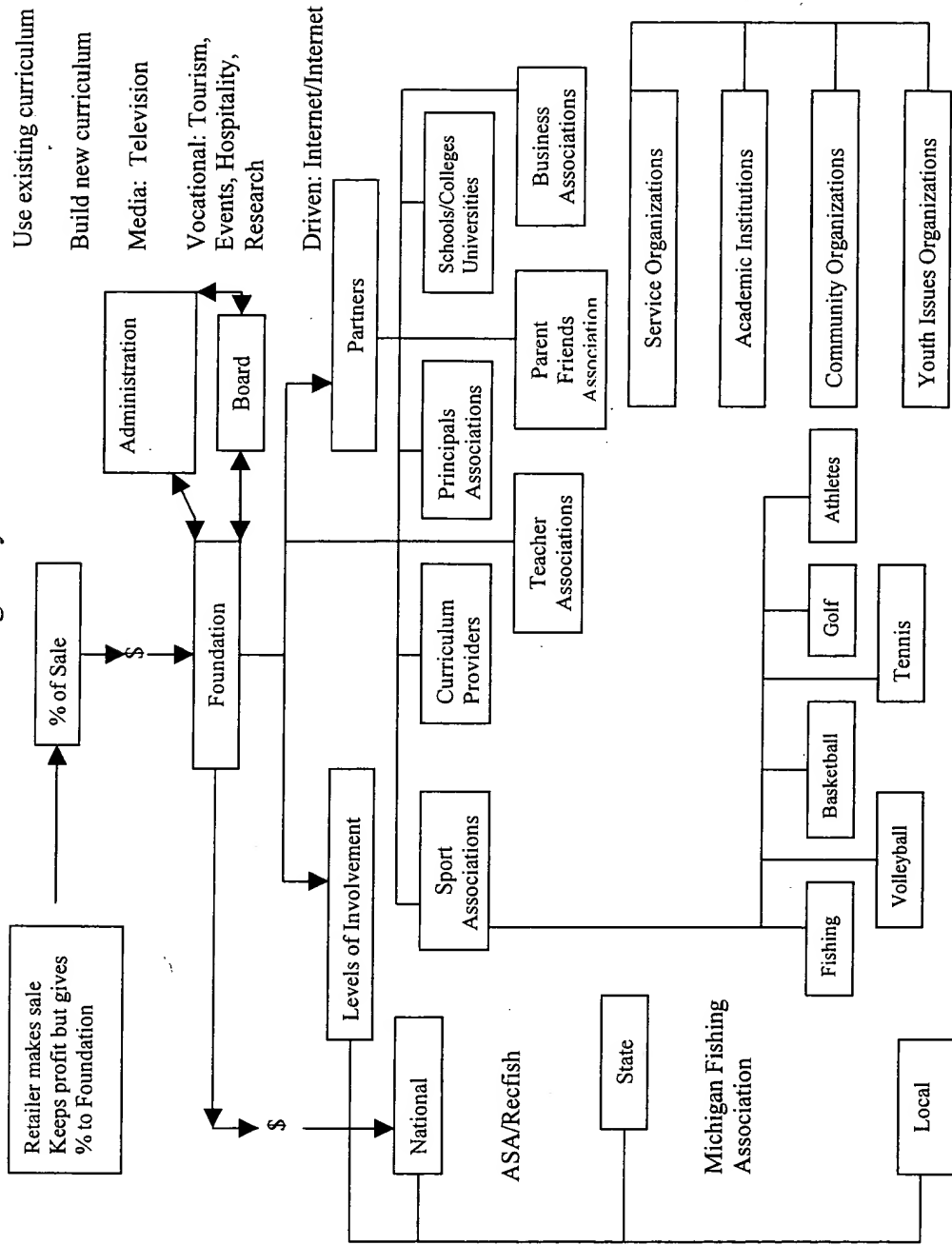


Figure 4

Figure 5

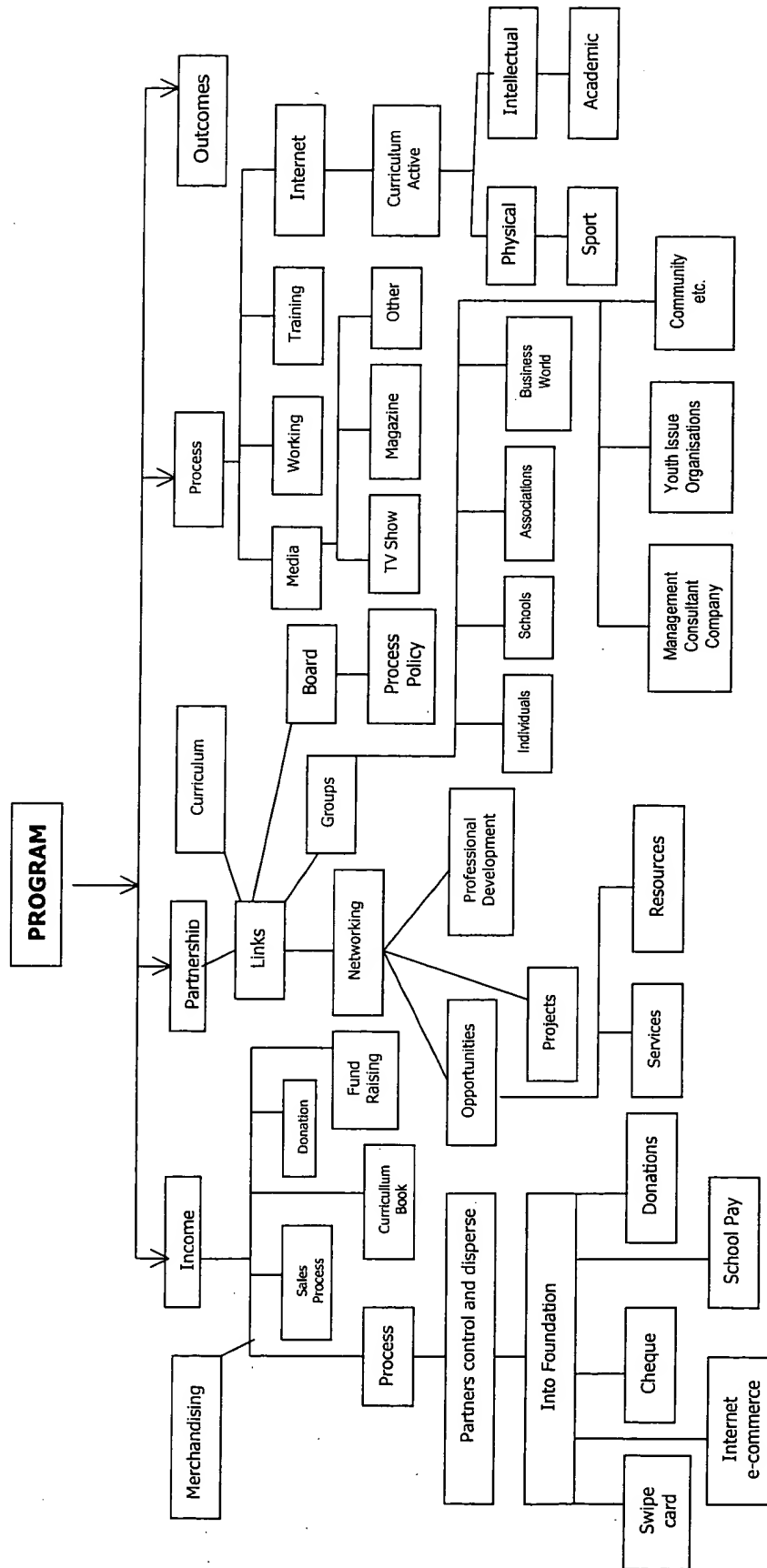
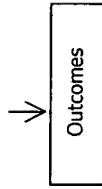


Figure 5a



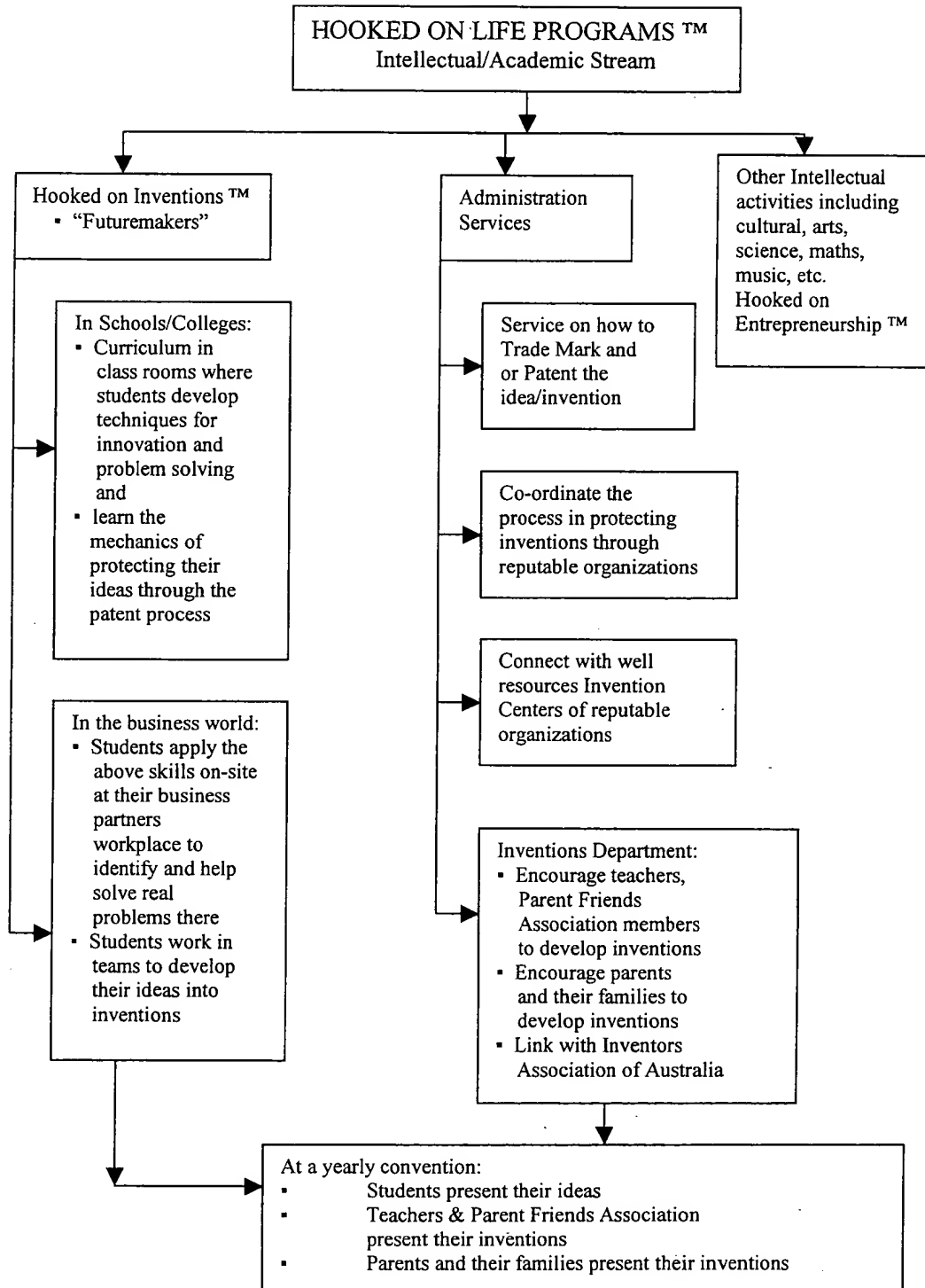
Real world community connections with lifestyle curriculum connecting student theoretical learning and real world outcomes breaking down barriers in a curriculum sense thus through technology involvement motivating youth and their families thus building self-worth, self-confidence, leadership reducing youth issues, increasing community awareness and involvement through a passive ongoing program.

Points:

- Real world learning – connecting theory and real world
- Wide community connections
- Lifestyle curriculum
- Breaking down barriers in a curriculum sense
- Motivating youth/families through technology involvement
- Increasing self-worth, self-confidence, leadership
- Reducing youth issues
- Increasing community involvement and awareness
- Program not for selective one but for all
- Crosses all educational groups and all educational boundaries
- Organic and fluid and encompasses all its customers and partners as active participants
- Income stream self generates mixing altruistic and philanthropic activities with business world
- Primary driver not profit as profit is an outcome
- Not just a project then ends but an ongoing program
- Not top level control but local Regional/County level driven
- Starts in early years of education – primary/elementary level to University level
- With all partners receiving funds from one source (non government) each partner has shared interests and investment thus driving involvement leading to connectiveness
- In the classroom as well as beyond

Involves families as well as youth that is a parent may do an invention as well

Figure 6



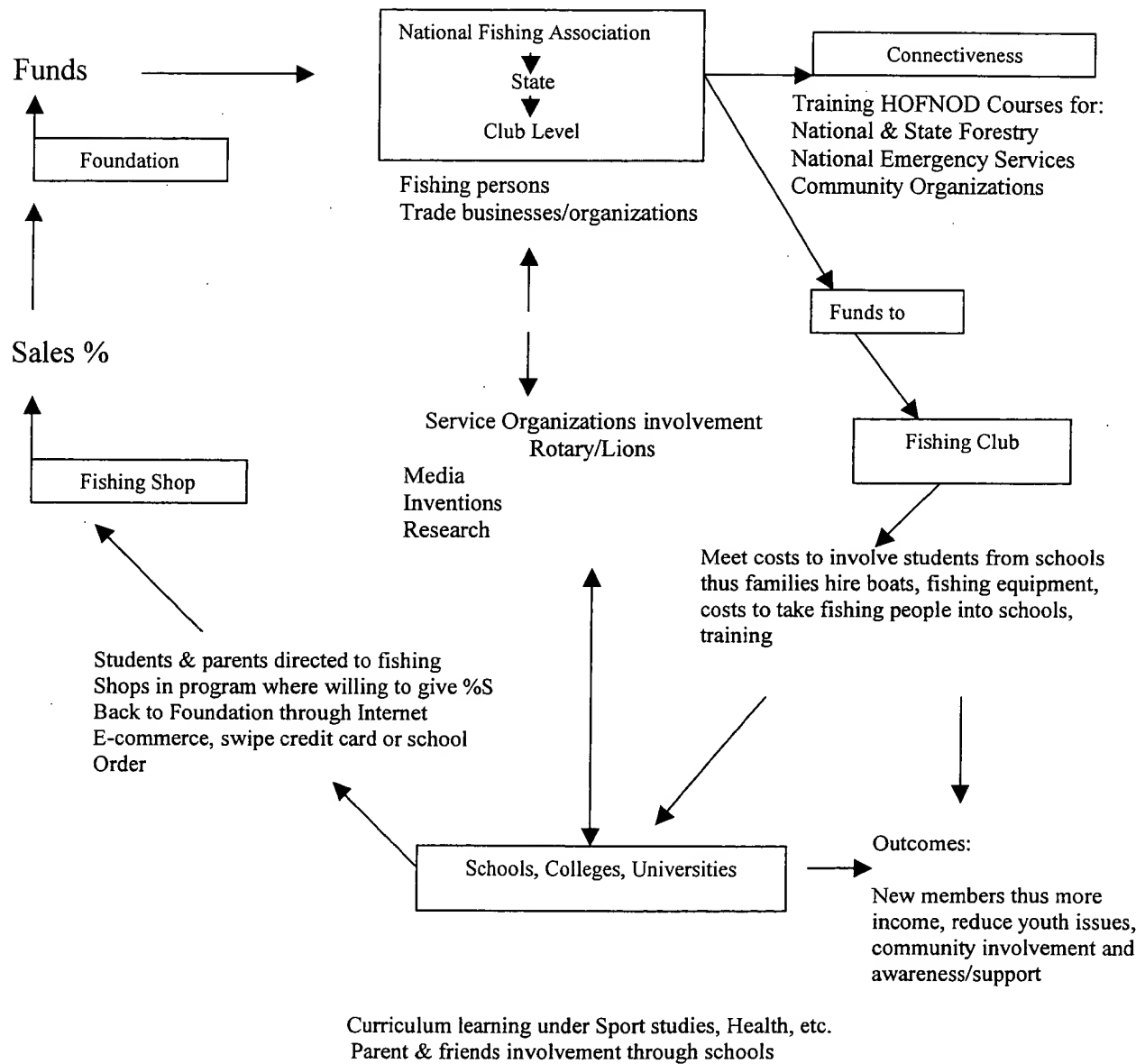


Figure 7

Figure 8

The Flowchart for Purchasing a Product

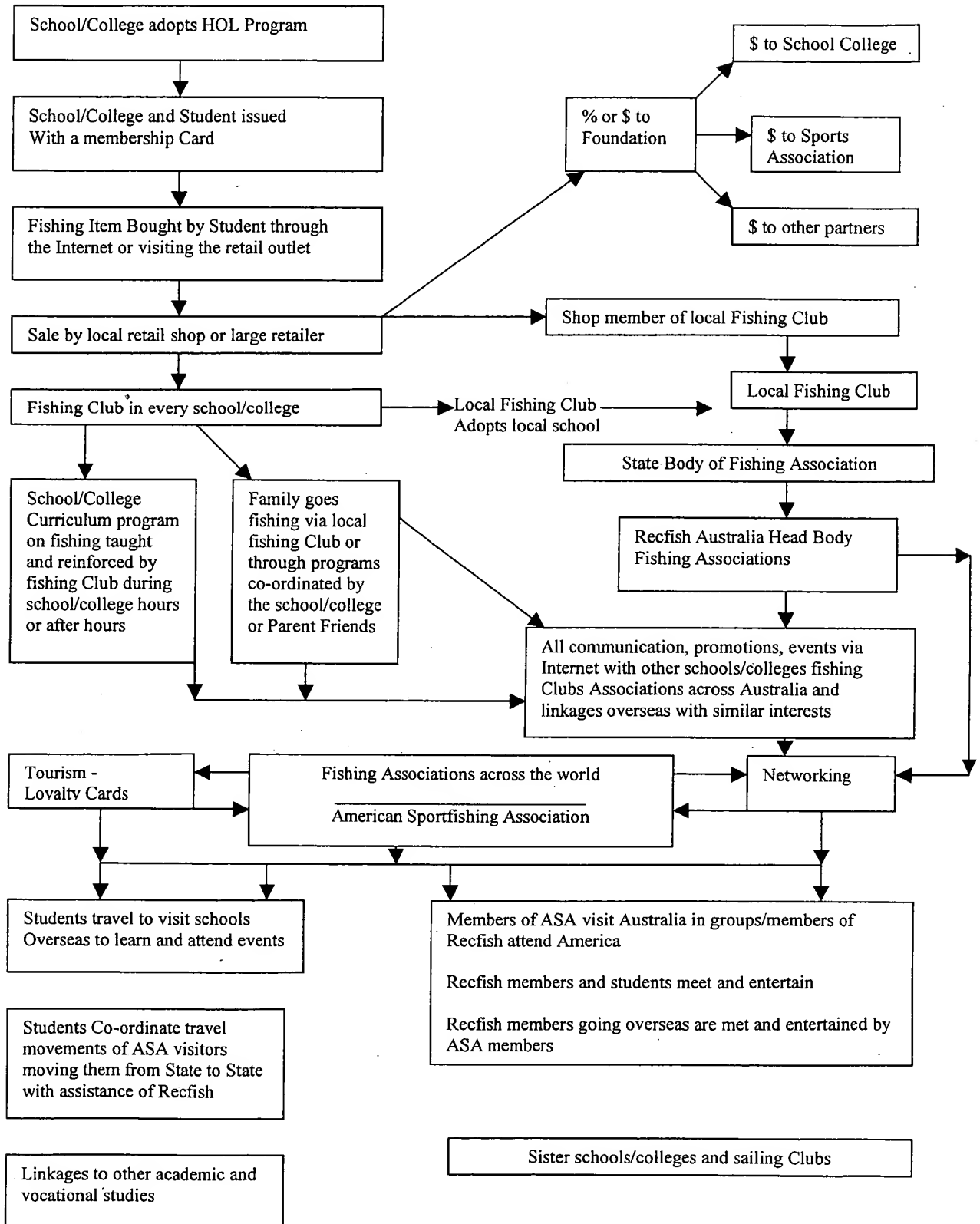


Figure 9
Hooked On Life Program Strategy

<u>Mission</u>	<u>Program Goals</u>	<u>Program Strategies</u>
To provide the architecture that builds the dreams of Australia's youth	<p><i>To promote self directed discovery through:</i></p> <ul style="list-style-type: none"> • Establishing "participation" as the norm • Using the arts, music, language, movement & sport as the means of enlisting participation <p><i>To build career based skill sets through:</i></p> <ul style="list-style-type: none"> • The delivery of best practice school education • Assessing career options • Develop pathways to vocational training <p><i>Build complimentary links to the business community through:</i></p> <ul style="list-style-type: none"> • Access to the supply of goods, services and intellectual property • The realisation of commercially valid outcomes • Access to financial resources <p><i>To empower Australia's youth through:</i></p> <ul style="list-style-type: none"> • Building self esteem • Building self-confidence • Developing leadership 	<p>Product development</p> <p>Involving a Business Communications organisation</p> <p>Value added benefits</p> <p>Brand development</p> <p>Seeding funding via State Governments</p> <p>Business sponsorship</p> <p>Program positioning</p> <p>Market coverage</p> <p>Push promotions</p> <p>Full promotions – student community</p>

Hooked On Life Outcomes

<u>Motivation</u>	<u>Need</u>	<u>Want</u>
<p>Projection Fantasy Escapism Identification Repression</p> <p>→ Emotional Behaviour</p> <p>Aggression Regression Withdrawal</p> <p>→ Irrational/rational behaviour</p>	<p>Fulfilment</p> <p>Recognition</p> <p>Affiliation</p> <p>Occupational Options</p> <p>Family, Housing & Health</p>	<p>= fulfil potential, realise dreams</p> <p>= achievement recognised by reference groups, family, aspirational</p> <p>= belonging, membership, groups</p> <p>=educational, vocational skills</p> <p>=economic, emotional & physical wellbeing</p>